

EDUCATION
AND THE
CENTRAL INTELLIGENCE AGENCY

"In two and a half years of working with these (CIA) men I have yet to meet a '007.' I have met dozens of men who are moved and motivated by the highest and most patriotic and dedicated purposes--men who are specialists in economics and political science and history and geography and physics and many other fields where logic and analysis are crucial to the decisions that the President of their country is called upon to make. Through my experience with these men I have learned that their most significant triumphs come not in the secrets passed in the dark but in patient reading, hour after hour, of highly technical periodicals.

"In a real sense they are America's professional students; they are unsung just as they are invaluable."

President Johnson
June, 1966

In international affairs, Intelligence is knowledge and foreknowledge--fact and estimate. It is an instrument of statecraft that serves the nation in war and peace. In war, it is knowledge of the enemy without which there is no victory. In peace, it is that knowledge of the world about us which is essential to the preservation of peace. Always it is a never-ending quest for an accurate and objective understanding of men and events throughout the world. It is the support of policy, the prelude to decision, and the guide to action. It is the

-2-

competitive search for truth.

The history of intelligence is as old as history itself because knowledge has always been essential to the rational conduct of affairs among nations. In times of peril, it has been an integral part of the response to the challenge, and the story of American intelligence reaches back to the earliest days of the Republic.

Today's American intelligence system is a valid expression of American society, with all its vigor and ingenuity, with all its complexity and some of its contradictions, as that society probes for solutions to situations its founding fathers could never have conceived.

Our modern age has seen complex social, economic, and technological changes, often accompanied by violent political upheavals. The emergence in our time of such ideologies and power movements as Nazism and Communism, and the development of nuclear power and missile systems have brought in their wake new problems of national and international security. The task of Intelligence has become more complex and more difficult; indeed, American Intelligence today is taxed with challenges no other intelligence system ever faced.

CIA's responsibilities grow from this nation's emergence as a superpower at the end of World War II and from its efforts to meet the problems confronting a nation technically at peace and determined to remain free.

For the United States, this has necessitated developing and perfecting both old and new techniques, and more efficiently marshalling the intellectual resources of the nation to meet the challenge from abroad.

The key to national response is knowledge--knowledge of what accuracy and reliability the Soviets and Communist Chinese are building into their ICBM's, knowledge of Soviet progress with advanced radars, knowledge of Soviet awareness of American progress. Without this knowledge there can be no rational planning of America's own prodigiously costly defense effort.

CIA reads nearly everything that comes into official Washington--State traffic, Defense traffic, Agency traffic, the American and foreign press. From it CIA distills a brief, accurate account of events abroad, arranged in context and presented in concise non-bureaucratic English. This report is supplied to the President, the Secretaries of State and Defense, and his other senior national security advisors. Each of the top policy officers exercises a priority call on CIA's services, and CIA cannot refuse a request from one because its resources are fully engaged in a task for another. Moreover, each official is entitled to have his particular interests satisfied in the terms most convenient to him.

In a sense CIA's output is the reverse of a newspaper. Where the paper uses a relatively few collectors to serve a

-4-

mass audience, CIA uses a mass of collectors to hand-craft for a very few.

The London Economist describes the process thus:

Modern intelligence has to do with the painstaking collection and analysis of fact, the exercise of judgment, and clear and quick presentation. It is not simply what serious journalists would always produce if they had time: it is something more rigorous, continuous, and above all operational--that is to say, related to something that somebody wants to do or may be forced to do.

But a quarter of a century ago when President Roosevelt charged Colonel William J. Donovan with establishing a national intelligence service, matters were by no means so well defined. It is significant that Colonel Donovan turned first to the academic community for his organizational nucleus, and brought into OSS such distinguished educators as Professors William Langer and Edward S. Mason of Harvard, and President James Phinney Baxter of Williams College. Others from the field of education who served American Intelligence in its early days were Barnaby Keeney, later President of Brown; Presidential advisors Arthur Schlesinger, Jr. and Walt W. Rostow; and Dr. John W. Gardner, Secretary of Health, Education and Welfare.

McGeorge Bundy has described the association in these words:

"It is a curious fact of academic history that the first great center of area studies in the United States was not located in any university, but in Washington, during the Second World War, in the Office of Strategic Services. In very large measure the area study programs

-5-

developed in American universities in the years after the war were manned, directed, or stimulated by graduates of the OSS.... It is still true today, and I hope it always will be, that there is a high measure of inter-penetration between universities with area programs and the information-gathering agencies of the government of the United States."*

So it was that early in the organization of the American Intelligence effort there evolved an identification and a shared community of interest between national intelligence and education-- a relationship that continues, to the mutual benefit of each.

Professional Qualifications for Intelligence

Because the scope of modern American Intelligence encompasses a diverse variety of talents and many areas of knowledge, its importance places a heavy premium upon the character and abilities of those selected to engage in it. About 18 percent of CIA's professional population have had prior educational experience and, according to a New York Times report, the Agency would be able to staff any college from among its corps of analysts, half of whom have advanced degrees and 30 percent the Doctorate.

Considering the years required for undergraduate and graduate study, foreign experience, and 10 to 15 years of professional intelligence work, the total represents an unmatched reservoir of knowledge, competence, and skills at

* The Dimensions of Diplomacy, Edited by E. A. J. Johnson, The Johns Hopkins Press, 1964

the service of the nation's policy makers.

The CIA believes its functions are being accomplished--not by flashy triumphs of espionage, but by an enormous amount of painstaking work, and regards the occasional Colonel Penkovsky as a windfall--a golden apple, but a windfall nonetheless.

Emphasizing CIA's debt to education is the fact that a majority of the Agency's employees have earned Baccalaureate Degrees; 16 percent hold Master's Degrees and 5 percent attained the Doctorate of Philosophy.

These academic degrees were awarded by nearly 700 U.S. colleges and universities in the United States, and by 60 universities abroad. They comprise 281 major fields of specialization ranging from Accounting to Zoology, the six most representative disciplines being History, Political Science, Business Administration, Economics, English, and International Relations.

A prime need of the Central Intelligence Agency is for young men and women with Liberal Arts training--who have a strong sense of history--who are keenly aware of the forces of economics and politics--and who have substantial command of at least one foreign language. They must be intelligent and resourceful, personable and persuasive. They must be willing to work anonymously and they must be willing to serve in far places as needs arise.

A career in CIA attracts many college seniors, but it is largely to the graduate schools that the Agency turns for mature students educationally equipped for professional work in intelligence.

CIA's search for academic excellence is a continuing program involving direct contact by CIA recruiters with universities at both the graduate and undergraduate level, foundations, and specialized research institutes.

A Synthesis of Skills

The intelligence cycle is a continuous process, beginning with the drafting of information requirements, followed by the location and exploitation of information sources, and leading finally to the dissemination of intelligence reports or estimates. Information in many forms and from a variety of sources reaches CIA analysts who are trained in and alerted to the recognition of items of intelligence value that warrant coding, classification, and filing for ultimate incorporation in a definitive research document.

CIA research staffs require and work in an intellectual environment conducive to scholarly inquiry and contemplation. They are supported by a collection of source materials and library facilities that include 116,000 volumes, access to external consultants and a foreign documents division that supplies translations and editorial assistance. CIA's unique facilities and techniques for the indexing, abstracting, translation, storing, and retrieval of information and data have

-8-

been praised as "The most comprehensive information system now in operation." This recognition was accorded by the Committee on Government Operations of the U.S. Senate.

CIA's responsibility for research, analysis, and the preparation of reports on foreign economic systems involves the measurement of aggregative economic performance or detailed research on various sectors of foreign economics: major industries, transportation, communications, agriculture, international trade, finance, etc. These assignments require graduate skills in Economics, Economic History, Economic Geography, Area Studies, and International Trade.

Research of a different character is performed in other components of the Agency. One office, for instance, requires sensitivity to developing trends and the ability to synthesize political, economic, and military intelligence in support of judgments regarding the intentions and capabilities of foreign governments. Reports from this office often go directly to the highest policy level in the government.

The impact of science and technology on all aspects of human existence makes it mandatory that our government be aware of scientific progress in all parts of the world. Since science and technology contribute to the economic, military, and political strength of any country, it is readily apparent that its offensive and defensive capabilities are influenced by its achievements in science and technology. Thus, scientific intelligence is an integral part of the total intelligence process.

-9-

CIA employs scientists, engineers, and technicians at several stages of the intelligence cycle. Space technology and missile systems are the objects of intensive study. The art and science of photogrammetry are employed in the critical interpretation and analysis of aerial photographs, and, here, CIA utilizes geologists, geodesists, geographers, foresters, architectural and civil engineers, and talents in the graphic and illustrative arts.

The electronic engineer may work in one of the communications media so vital to the continuity of the intelligence process.

The physical and biological scientist may be a member of the research staffs responsible for surveying foreign scientific literature.

The Agency is justifiably proud of contributions in scientific intelligence made by both its permanent staff and its nationwide roster of consultants. The CIA scientist enjoys a congenial, stimulating, and educational environment in which to further his professional interest. He is encouraged and enabled to keep abreast of developments in his specific field and thus to grow in professional stature. In many scientific and technical study areas, and in other research fields, advanced academic studies are sponsored by the Agency.

Singularly active in the use of computers for management applications, scientific and engineering calculations, and

information retrieval, CIA offers mathematicians, systems analysts, computer programmers, and electronic engineers career opportunities in its unique and progressive data processing complex.

Understandably, the intelligence cycle must look to its administrative support arm to keep all of its human and mechanical elements functioning efficiently and effectively. Agency career fields found in this major activity seek out the law graduate, the business and public administration major, the medical officer and medical technician, the personnel management specialist, the communications engineer and his technicians trained in wireless transmission, reception and maintenance.

At CIA initiative a high-speed facsimile transmitter has been developed with which an untrained operator can encipher and transmit a document at more than 6 pages per minute. At that rate the entire Encyclopedia Britannica could be transmitted to or from CIA Headquarters in about 60 hours.

Twenty Years Young

CIA, having celebrated its 20th birthday in 1967, can no longer be considered a newcomer to the national scene. This organizational maturing is reflected in other ways: for example, nearly half of the Agency's employees have now served more than 15 years, and about 75 percent of CIA's professionals are over 35 years of age.

-11-

This unusual depth of experience, however, might sink into institutional formalism were it not for farsighted programs adopted by the Agency early in its existence.

Professional obsolescence, a serious and continuing problem in scientific and technical fields, affects other disciplines as well, and its avoidance requires continuous updating and training. CIA feels that training should be oriented not only toward meeting immediate and pressing requirements, but should represent a phase of a planned and orderly career development process.

External Education

Each year several thousand CIA employees attend some type of non-Agency program in management, science and technology, and certain technical fields, and for studies in language and area and in liberal arts. Since the requirements of the Agency concern so many unusual and divergent fields, it is impractical for all educational requirements to be met internally. In any one month employees spend thousands of man-days participating in training, on a full or part-time basis, at a university, senior service school, commercial firm, military facility or another Government agency.

In addition, two universities in the Washington area have established off-campus centers at the CIA Headquarters building. Here Agency students are able to take university courses for credit in their off-duty hours.

-12-

While national security interests impose some limitations on CIA employees, many write for publication, attend professional meetings, and take periodic leaves of absence to teach and renew their contacts with the academic world.

Completing the cycle, a high percentage of employees who leave the Agency for retirement or other reasons take up, or return to, an academic career.

Internal Instruction

Having considered CIA's relationship to the academic community and the Agency's continuing reliance on institutions of higher education, it might be well to examine some of the procedures employed by CIA to train and educate within the Agency itself.

Basic methods of acquiring information are taught selected field personnel early in their careers, together with such specialized skills as paramilitary techniques and their application in counterinsurgency situations such as Laos and Vietnam. But since these "tradecraft" subjects concern comparatively few CIA officers, perhaps the most comprehensive example of in-house training is Agency instruction in foreign languages.

Overall, CIA employees are able to speak and read more than a hundred separate languages and dialects, while nearly half of all Agency personnel possess foreign language skills

-13-

in some degree. Thirty-eight percent of CIA's professional employees speak one foreign language, 18 percent have demonstrated capability in two languages, 14 percent in at least 3, and about 5 percent have facility in 6 or more languages.

One CIA officer, who must be unique in our government, if not the world, possesses abilities in fifty-one foreign languages, many of which were acquired under CIA auspices.

Training in foreign languages is accomplished in a highly varied program of instruction ranging from twelve-month, intensive, comprehensive courses to part-time familiarization programs of only a few hours. It is also undertaken through tutorial training and Programmed Assisted Instruction. CIA's emphasis on spoken language skills stems from the major requirement for Agency employees who serve abroad: ability in oral communication; for these employees, the ability to read or write a language is secondary. On the other hand, intelligence production specialists more often need to read and evaluate foreign documents, frequently in a recondite field.

Language School instructors use techniques similar to those used in traditional academic courses even though relatively few graduates of university courses are able to read even a newspaper in a foreign language. The subject matter and the technical level of foreign language materials which concern Agency employees, however, are quite different from those that are the concern of most academic courses. The Language School

-14-

has therefore developed additional techniques, tailored to the Agency's interests.

These include instructional tape recordings in sixty different languages, a large and modern language laboratory, and a library of 4,000 language and area books.

The language faculty comprises staff employees, scientific linguists, and contract employees, many of whom are employed on a full-time basis. With this staff, the CIA Language School can provide full-time instruction in twenty languages and less intensive instruction in thirty-five others. About forty percent of the students are under full-time instruction.

Taken in all its aspects, CIA's language instruction program is believed to have few, if any, rivals in the Free World.

The Vital Tripod

And it is the Free World that CIA, in concert with other departments of our government, is working to keep free. Twentieth Century technology--and ideology--have forced the American intelligence system to grow in size and importance, yet the end products of this system remain information and judgment. The system itself may be said to rest firmly upon a tripod whose legs are Responsibility, Objectivity and Independence--qualities equally indispensable to the educator and the scholar.

The ultimate success of American Intelligence--and American

-15-

foreign policy--depends to a large extent upon the educational excellence of its responsible officers. And to the degree the American academic community can continue to meet this exceptional challenge may depend the lives and freedom of us all.

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Office of Personnel

Recruitment and Placement Activity

Contents:

Certification by Deputy Director of Personnel for
Recruitment and Placement regarding file search in
his immediate office

Same as above from [] Co-op Coordinator

25X1

Memo from Chief, Staff Personnel Division certifying
his records review.

Addendum to above specifying what records have been
considered in review.

Agency Reserve Records on McCord

Three documents found in Personnel Folder of
[]

Certification from Chief, Recruitment Division with
attachments listed. Attachments contain information
reported by the various field recruiters as well as
from the Washington Area Recruitment Office

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